**Hall County**

**Curriculum Framework**

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| **Stage 1- Desired Results**  ***Where are we going?*** | | |
| **Standards (***state or national standards using with lesson)***:**  **ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text** | | |
| **Key Words/Academic Language: Title, Setting, Characters, Theme, Problem, Predictions, Solution** | | |
| **Student Understandings:***(big ideas, principles, generalizations)*  Students will **understand** and **know…**  (*What facts, vocabulary, how-to’s, information will students need?)*  Students know that characters have a huge effect on the story’s theme, problem, predictions, and solution to the problem.  Students will also know what a theme of a story is, how problems arise among characters, know what a prediction is, and how a solution solves problems among the characters. | | Students will **be able to** …  (*What thinking skills will be required of the students?)*  Students will be able to analyze characters of a story, how they are correlated with the theme of the story. Also they will be able to identify the problem that arises within the story, make a prediction of how the characters will react based on what they know about them and then identify the solution. |
| **Stage 2- Assessment Evidence**  ***How will we know we are there?*** | | |
| **Performance Tasks:**  Students will listen to the story and actively engage in questions, and filling out the story map. Also they will work on individual work which is filling out their own flip book of their predictions. | **Other Evidence:**  Students will be able to make predictions about a story, and analyze characters to answer questions like who, what, when, where, when, why, and how?  Use observation log through verbal assessment and from the flip books. | |
| **Stage 3- Learning Plan**  ***How will we get there?*** | | |
| **Differentiation Considerations**  *What will I differentiate? Content, Process, Product*  *How will I differentiate? Readiness, Interest, Learning Profile, Affect/Learning Environment, Combination* | | |